DOCUMENT RESUME

ED 154 636 FL 009 484

AUTHOR Hancock, Charles R.; And Others
TITLE Minimal List of Competencies for Foreign Language Teachers. Suggested Guidelines for Foreign Language Teacher Preparation Programs (Revised Edition), 1977.
INSTITUTION New York State Association of Foreign Language Teachers.
PUB DATE Mar 78
NOTE 15p.
JOURNAL CIT Language Association Bulletin; v29 n4 p9-16 Mar 1978

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Applied Linguistics; Cultural Awareness; Culture; Guidelines; Higher Education; Language Instruction; Language Programs; Language Skills; *Language Teachers; Learning Processes; Modern Language Curriculum; *Performance Based Teacher Education; Secondary Education; Second Language Learning; Teacher Certification; *Teacher Education; *Teacher Evaluation; *Teacher Qualifications; Teaching Methods; *Teaching Skills
IDENTIFIERS New York

ABSTRACT

These guidelines were developed to assist teacher training institutions in setting up competency-based programs, as mandated by New York State law, for the training of foreign language teachers. The guidelines define basic competencies in the following areas: practical command of the language, language analysis, culture, the teaching-learning process, and professional awareness. A total of twenty-six competencies are described. Tests and other procedures for assessment of these competencies are outlined; the assessment criteria for each competency are given, and assessors (persons responsible for assessing candidate growth) are specified. It is pointed out that the specific competencies listed are representative of the major competency areas; they are not presumed to be exhaustive. A working relationship between the staffs of the pertinent agencies -- secondary schools, college foreign language departments, and college departments of education must be developed so as to provide courses and experiences needed for mastery and assessment of the competencies required. The basis for certification should be teacher competence rather than total reliance on college courses. (AMH)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED154636

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

N.Y. State Ass'n. of Foreign Language Teachers

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

MINIMAL LIST OF COMPETENCIES FOR FOREIGN LANGUAGE TEACHERS

# SUGGESTED GUIDELINES FOR FOREIGN LANGUAGE TEACHER PREPARATION PROGRAMS (Revised Edition) 1977

New York State Association of Foreign Language Teachers

Ad Hoc Committee on Teacher Preparation—

Annette Baslaw
Charles R. Hancock, Chairman
Robert Ludwig
Anthony Mistretta
Anthony Papalia
Sonia Spencer
Joseph Tursi
Joseph Zampogna

FL00 9484

March 1978

**NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS**

**OFFICERS**

*President:* Marcella DeMuth, John F. Kennedy H.S., Plainview (1978)
*First Vice-President:* Robert Sherburne, Cazenovia C.S. (1978)
*Second Vice-President:* Patricia Sweet, Farley Middle School, Stony Point (1978)
*Secretary:* Kay Lyons, Half Hollow H.S., Dix Hills (1978)
*Treasurer:* Russell Webber, Penfield High School (1979)

**PAST PRESIDENT**

Maryalice D. Seagrave, No. Tonawanda S.H.S. (1978)

# MINIMAL COMPETENCIES OF FOREIGN LANGUAGE TEACHERS

Quality teaching assumes that an individual teacher is not only an instructor, but a "teacher" in the broadest sense of that term, that is, an individual who is intelligent, articulate, enthusiastic, sensitive and devoted to the growth and development of young people.

If society as a whole demands that we set higher standards of teacher performance, we should, as a profession, ensure that those who teach possess the necessary knowledge, skills, and attitudes which are requisite to such performance.

To guide the teacher training institutions of New York State in setting up competency based teacher training programs, as mandated by state law, the following document has been developed by the Ad Hoc Committee on Teacher Preparation of the New York State Association of Foreign Language Teachers.

It must be pointed out that the specific competencies listed are representative of the major competency areas, rather than comprehensive; they are not presumed to be exhaustive. Furthermore, although individual competencies are enumerated and emphasized, successful integration of skills, attitudes, and behaviors is the ultimate indication of competency attainment. Finally, it is recommended that reassessment of specific competencies be permitted in cases where candidates' performance is assessed as below acceptable standards as defined in the guidelines.

A working relationship between the staffs of the pertinent agencies – local secondary schools, college foreign language departments, and college departments of education – must be developed so as to provide courses and experiences needed for mastery and assessment of the competencies required. Field-setting demonstration of acquired competency is anticipated for appropriate competencies.

In the case of a language which is spoken in more than one country, it is urged that candidates preparing to teach this tongue be trained to demonstrate a knowledge of the culture of at least two such countries in which the language is primary. Candidates will be strongly encouraged to engage in foreign study and/or travel in order to satisfy cultural and lingual competencies.

The basis for certification should be teacher competence rather than total reliance on college courses. Possession of a State certificate should represent an acceptable level of competence in general background knowledge, subject matter knowledge, and teaching skill.

In keeping with the theme of the 1977 Annual Meeting of NYSAFLT, it is hoped that our teachers will be not only competent professionals but caring human beings who incorporate the qualities summarized by the theme of the conference, Reaching Out: Caring, Coping, Creating.

## DEFINITIONS

*Competency* – Intended Learning Outcome (The focus may be in either the knowledge, skills, or attitude domain.)

*Indicator* – Conditions under which competency must be demonstrated including such factors as: locale, format and procedures.

*Assessment* – Means used to determine competency attainment. Assumption: Degree of attainment and criteria for measurement will be determined locally.

*Assessor* – Person/Persons responsible for evaluating candidate growth with respect to particular competency.

*Field-setting* – A school setting at appropriate level/levels according to intended area of certification.

# MINIMAL COMPETENCIES OF FOREIGN LANGUAGE TEACHERS

It is recommended that the 4 skills (Listening, Speaking, Reading, and Writing) be tested PRIOR to student teaching whenever possible, with the assessment being made by designated college/university staff.

## A. PRACTICAL COMMAND OF THE LANGUAGE

The candidate can:

| COMPETENCY | INDICATOR (Assessment Procedures) | ASSESSMENT CRITERIA | ASSESSOR |
|---|---|---|---|
| 1. Understand the foreign language as spoken by a native at a normal conversational tempo. | In spontaneous conversations of a general nature and in university lectures on non-technical subjects in which the candidate has some knowledge he is able to understand what is said. | Competency will be determined by a passing* score on a normed,** taped test. | College/University staff designated for such responsibility by the chairperson of the appropriate FL Department. |
| 2. Speak the foreign language with sufficient command to carry on a conversation in an interview in the foreign language. | In situation as described in indicator A-1 above and on the material that he has been assigned to read the candidate is able to answer, ask questions, and make comments in the foreign language (e.g., speaking with fluency and accuracy). | Candidate will achieve a score of at least 2+ in an oral interview (e.g., FSI type interview). | Same as above. |
| 3. Read material of a general nature with immediate comprehension. | The candidate will read with immediate comprehension, material of average difficulty (material that is neither technical nor esoteric). | Competency will be determined on a normed test of reading comprehension. | Same as above. |
| 4. Write sentences and short passages (e.g., test preparation, letters, etc.) in the foreign language with correct orthography and structures. | The candidate is able to write simple straightforward letters and summaries of assigned readings. | Competency will be determined on a normed test of the writing skill and/or a writing sample taken under controlled conditions. | Same as above. |

*A passing score must be determined by the individual institution which the candidate attends.
**A list of normed tests may be found in the Appendix of this document.

## B. LANGUAGE ANALYSIS

| COMPETENCY | INDICATOR (Assessment Procedures) | ASSESSMENT CRITERIA | ASSESSOR |
|---|---|---|---|
| 1. Demonstrate a knowledge of the phonology, morphology, and syntax of the target and source languages. | The candidate will be administered the "Applied Linguistics" section of a normed test. | Competency will be determined on a normed test; the specific passing score must be determined by individual colleges/universities. | College/University faculty designated to such responsibilities by the college chairman. |
| 2. Describe the nature of language and how it is acquired. | Candidate will be able to describe both the nature of language and the process by which it is acquired, with emphasis upon second language acquisition. | In essay form, the candidate will describe the nature of language and the process by which it is acquired. Satisfactory/non-satisfactory grading will apply. | Instructor of applied linguistics course. |
| 3. *Analyze* and *apply* his/her analysis to typical FL classes. | The candidate will prepare exercises which lead to accurate pronunciation and which fit the appropriate structures. He will not only be able to recognise errors in phonology, morphology, and syntax but also diagnose the origin of these errors; and select and devise exercises, drills, and techniques to correct them. | The criteria for assigning a passing score on a nationally normed test (i.e., National Teacher Exam) will be followed by field or simulated field experiences. | Instructor of applied linguistics course. |

## C. CULTURE

The candidate can:

| | | | |
|---|---|---|---|
| 1. Demonstrate the research skills needed to locate and organize information about the foreign culture to acquire a knowledge base which will include but not be limited to aspects of the geography, history (including political), education, and plastic and visual arts of the countries where the FL is spoken. | Candidate will indicate knowledge of the location and be able to organize information concerning the target culture. | Selecting an aspect of the foreign culture (as identified under Competency), the candidate will prepare a written report on that aspect and indicate at least ten sources to validate the conclusions reached. | The faculty member teaching the course in culture and civilization would assess this effort (in collaboration with a member of the FLED staff). |

| COMPETENCY | INDICATOR (Assessment Procedures) | ASSESSMENT CRITERIA | ASSESSOR |
|---|---|---|---|
| 2. Describe how people behave in the most common, mundane and crisis situations in the foreign culture. | Candidate will indicate a knowledge of specific contemporary daily patterns of life concerning such topics as recreation, work, modes of transportation, school, and human relationships in countries where the FL is spoken. | In an interview situation (test) in which 5 areas of contemporary life are specified previously thereto, the candidate will identify contemporary patterns of behavior exhibited by persons who speak the FL natively. | A panel consisting of a member of the appropriate FL department, a member of the FL education department, and a secondary school FL teacher will assess the candidate's competency. |
| 3. Evaluate statements describing aspects of behaviors concerning the foreign culture. | Candidate will be able to discriminate the accuracy of statements relating to the culture and civilization in which the FL is spoken. | Given a set of statements concerning aspects of behaviors in the foreign culture, the candidate will correctly comment on the current accuracy of each statement. | The FL specialist in the culture of the specific language appointed by the department chairperson will assess this effort. |
| 4. Describe the principal ways in which people within a foreign culture behave as contrasted with that of the U.S. and how these patterns relate to the context of the total target culture. | Candidate will be able to describe the foreign cultural pattern related to the content of the total culture and compare it to that of the U.S. | Given a cultural concept (e.g., time-space, leisure time activities), the candidate will list real life activities in which the target and source cultures exhibit differences and similarities. | College instructor of civilization/culture course. |
| D. TEACHING LEARNING PROCESS | | | |
| The candidate will meet criteria determined by each individual certifying institution and field agency. | | | |
| The candidate can: | | | |
| 1. Prepare daily plans in which objectives and procedures are explicitly stated. | Given a set of unit plans for a specific teaching situation, the candidate will prepare appropriate plans for that unit. | The candidate will demonstrate an ability to prepare effective daily plans. | A team consisting of the college methods instructor, the college supervisor and local secondary school personnel, including students, where possible. |
| 2. Present a learning situation which will enable the learner to comprehend the spoken foreign language. | Having developed a set of daily plans, the candidate will select suitable materials and will demonstrate appropriate techniques for development of aural comprehension. | The candidate will demonstrate the ability to use effective techniques to achieve aural comprehension. | Same as above. |

| COMPETENCY | INDICATOR (Assessment Procedures) | ASSESSMENT CRITERIA | ASSESSOR |
|---|---|---|---|
| 3. Present a learning situation which will enable the learner to speak the foreign language. | Having selected a set of daily plans, the candidate will select suitable materials and will demonstrate appropriate techniques for the development of oral communication. | The candidate will demonstrate the necessary skills to develop oral communication in the target language. | Same as above. |
| 4. Present a learning situation which will enable the learner to read the foreign language. | Having selected a set of daily plans, the candidate will select suitable materials and will demonstrate appropriate techniques for the development of reading (intensive, extensive, supplementary). | The candidate will demonstrate acceptable techniques to develop reading comprehension. | Same as above. |
| 5. Present a learning situation which will enable the learner to write the foreign language. | Having developed a set of daily plans, the candidate will select suitable materials and will demonstrate the ability to use effective techniques to teach writing. | The candidate will demonstrate the ability to use effective techniques to teach writing. | Same as above. |
| 6. Develop in the learner a knowledge and understanding of the culture of the people(s) whose language is being studied. | Having taken a cultural inventory, the candidate will demonstrate an ability to integrate these cultural concepts in a unified lesson. | The candidate will demonstrate techniques to teach cultural items effectively within the cognitive and effective domains. | A team consisting of methods instructor, representative(s) of the language departments, and local secondary school personnel, including students, where possible. |
| 7. Provide for a classroom situation in which the dynamics of individual and group participation provide interaction patterns which meet the basic needs of the individual. | Having developed a set of daily plans, the candidate will demonstrate the ability to develop effective interaction between teacher and student and between student and student in order to maximize learning. | The candidate will effectively demonstrate skill in group dynamics to maximize effective learning. | Same as above. |

| COMPETENCY | INDICATOR (Assessment Procedures) | ASSESSMENT CRITERIA | ASSESSOR |
|---|---|---|---|
| 8. Select, prepare, and administer instruments of evaluation which effectively measure the achievement of each student in each class in accordance with established goals and objectives. | Having developed a set of daily plans, the candidate will demonstrate an ability to select, prepare and administer instruments of evaluation to measure skills taught. | The candidate will demonstrate the ability to prepare or select and effectively administer instruments of evaluation to measure achievement of his students. | Same as above. |
| 9. Use equipment and audio-visual aids essential to effective foreign language teaching. | Having developed a set of daily plans, the candidate will select appropriate audio-visual materials and equipment. | The candidate will demonstrate the ability to use equipment and audio-visual aids essential to effective foreign language instruction as noted during observation of classes taught by the prospective teacher. | Same as above. |
| 10. Prepare effective teaching materials such as ditto masters, overhead projector transparencies, flash cards, simple sketches, and cartoons on blackboard and on paper. | Having developed a set of daily plans, the candidate will prepare samples of various types of teaching materials such as ditto masters, overhead projector transparencies, flash cards, simple sketches, and cartoons. | The candidate will prepare adequately the various types of teaching materials requested. | Same as above. |
| E. PROFESSIONAL | | | |
| The candidate can: | | | |
| 1. Display ongoing professional growth and awareness of evolving aspects of foreign language education. | Indicators of this type of growth and awareness will be the following: attendance at professional meetings (i.e., NYSAFLT Regional meetings), membership in professional associations, subscriptions to professional journals, purchases of instructional materials, and so forth. | Documented evidence of activities outlined in the indicator. Student must demonstrate at least four indicator activities in order to meet criterion. Satisfactory/unsatisfactory grading will apply. | Foreign language education staff. |

| COMPETENCY | INDICATOR (Assessment Procedures) | ASSESSMENT CRITERIA | ASSESSOR |
|---|---|---|---|
| 2. Define and interpret the inclusion of foreign language in the curriculum and interpret this to students, administration and community. | In a field setting candidate will be able to demonstrate an ability to *apply* knowledge of the rationales by activities such as designing a promotional brochure for a FL program, presenting rationales to a group of students, developing a slide/tape presentation on reasons for studying foreign languages, and so forth. | Evaluation of the activity will be based on two primary indices: (1) *clarity* of the presentation and (2) *appropriateness* of the content and format for the intended audience. Satisfactory/nonsatisfactory grading will apply. | Secondary school staff and students. |
| 3. Demonstrate awareness of the directions taken in the syllabus in Foreign Languages for the State of New York. | In either a college seminar or a field setting candidate will read and be able to discuss the details of the curriculum for foreign language study in New York State with particular attention to the basic course and subsequent "sequences." | Evidence of satisfactory awareness in this area will be demonstrated in a paper and pencil test on the most recent syllabus and follow-up oral discussions of same. | Cooperating teacher and/or college supervisor. |
| 4. Demonstrate awareness of the services in the New York State Education Department, Bureau of FL. | (Same as above, with emphasis on available services). | Same as above. | Same as above. |
| 5. Demonstrate an awareness of selected new materials in foreign language for the various levels of instruction. | Candidate will describe current materials pertinent to his/her particular language(s). | Given a list of criteria, candidate will examine selected current materials of instruction. The assessment will include both essay and discussion and will be on a satisfactory/non-satisfactory basis. | Methods instructor and local school personnel. |